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INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE

Berlin, Germany
23 – 25 October, 2017

THE 2017 ICBTS

Edited by    Chayanan Kerdpitak, CK Research, Thailand
             Kai Heuer, Wismar University, Germany
             Ebrahim Soltani, Hamdanbin Smart University, UAE
             Gilbert Nartea, Lincoln University, New Zealand
             Vipin Nadda, University of Sunderland, United Kingdom

International Academic Multidisciplinary Research Conference 2017

Conference Proceedings

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THE 2017 ICBTS

Conference Three Themes

The International Business Tourism and Applied Sciences Research Conference
The International Education Social Sciences and Humanities Research Conference

Conference Proceedings

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Proceedings of Abstracts and Papers (on CD-ROM or flash drive) of The International Business Economics Tourism Transport Technology Social Sciences Humanities and Education Research Conference

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INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year’s event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is “Opportunities and Development of Global Business Economics Social Sciences Humanities and Education” It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
- Management
- Marketing
- Accounting
- Financial
- Banking
- Economic
- Education
- Marketing
- Logistics Management
- Social Sciences
- Supply Chain management
- Industrial Management
- Information Technology
- Sciences Technology
- Transport and Traffic
- Tourism Strategic
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- Health care Management
- Hospitality Management
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Dr. Chayanan Kerdpitak
CK Research Consultant
Bangkok, Thailand
Tel. +66 087 0287 287
Email: icbts@ictttconference.com
Email: conferenceteam@icbtsconference.com

Proceeding Editors
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Lincoln University, New Zealand
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SPEAKER BACKGROUND

Professor Dr. Ebrahim Soltani

Prof. Dr. Ebrahim Soltani is a Professor of Business School at University of Kent Canterbury in England and he is Department Chair - Quality & Operations Management at Hamdan Bin Mohammed Smart University Dubai of United Arab Emirate. He was appointed associate professor in business management, total quality management, and operation management in 1989 at the University of Kent, he continued his research in the field of operation management, business management. He has published over 50 papers and reports in such journals as International Journal of Technology and Production Research. He supervised a considerable number of PhD theses and is a consultant on industrial and production industry in England and United Arab Emirate.

SPEAKER BACKGROUND

Professor Dr. Kai Heuer

Prof. Dr. Kai Heuer is full professor for business administration at the Business Faculty of Wismar University in Germany. Before, he served as a full professor at the Environmental Campus of Trier University of Applied Sciences. He studied business administration in Germany and the U.S.A. and holds an MBA and a doctoral degree. He has management experience from leading positions in different companies and as business consultant. His research areas are management accounting, organizational development, and international management where he has published numerous papers, reports and textbooks. He is the head of Master Program in Business at Wismar University and a member of the Schmalenbach-Society for Business Economics, Cologne; managing director of the Institute of Health-, Senior- and Social Management; and a former member of the board of the Centre for Aviation Law and Management.
**SPEAKER BACKGROUND**

Dr. Tariq Khan

Dr. Tariq Khan is a Lecturer and Director of Postgraduate Programmes of Business School in Brunel University, Uxbridge, London, United Kingdom. He received his BEng in Aerospace Engineering from Kingston University, his MSc in Manufacturing Technology from University of Warwick, and his PhD in Intelligent Education Systems from University of Salford. He subsequently worked as a research associate in Heriot-Watt University Edinburgh and as a senior lecturer at London Metropolitan University. He has specialist teaching in Business Process Modelling, Web Programming, Software Engineering, Classical Logic, Human Computer Studies. He has Book and published over 20 papers and reports in such journals as Information Systems Evaluation and Integration (ISEing). He supervised a considerable number of PhD theses and is a consultant on business and supply chain and engineering industry in England and United Kingdom.

**SPEAKER BACKGROUND**

Dr. Chayanan Kerdpitak

Dr. Chayanan Kerdpitak is a Lecturer and management committee of Doctor of Business Administration Programmes of College Management Innovation in Valaya Alongkorn Rajabhat University in Thailand and a management committee of CK Research Consultant in Bangkok. I was a Lecturer of Principle Marketing, Sales Management, Consumer Behavior, and Marketing Research at The Suan Dusit University in Thailand. She received a Ph.D. in the field of Business Logistics within Industrial at Ramkhamhaeng University, Thailand. She has published over 20 proceeding paper and some reports in such journals as International Journal Business and Economics Research. She has been a consultant on Import Automobile Industry from Germany for International Marketing and Marketing Research. Chayanan graduated a B.B.A and M.B.A in Business Administration from The Ramkhamhaeng University, Bangkok, Thailand (Major in Marketing).
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**Paper 2** (10) Equipment Design to Create Tie-Dye Fabric Pattern  
Mr. Tanutpong Phriwanrat  
**Paper 3** (11) Wickerwork Process Analysis Apply for Home Decoration Design: Pranee Handicraft Sing Buri Thailand  
Mr. Akapon Inkuer  
**Paper 4** (12) Souvenirs Design from Arts and Cultural  
Mr. Noppadon Sangwalpetch  
**Paper 5** (13) Thai Performing Arts in King Prajadhipok's Laws  
Asst. Prof. Manissa Vasinarom  
**Paper 6** (116) ESL Basic Learners: Personal Histories of Writing  
Ketkanda Jaturongkachoke and Supat Kookiatkoon and Supamit Chanseawrassamee  
**Paper 7** (150) Feasibility Study of Implementation of Coaching in Training of Nurses in Bahman Hospital in Tehran (Iran)  
Associate Prof. Dr. Mohammad Ghahramani and Fatemeh Hydari  
**Paper 8** (127) Renewable Energy by Project-based Learning  
Hen Friman and Idan Halbi and Ifaa Banner and Bosmat Shalom-tuchin and Yulia Einav |
| 15.00–15.15 | Afternoon break                                                             |
| 15.16–17.00 | **Paper 1** (14) Fabric Printing Design of Sarong as a Result of a Study of Textile Patterns of Lao-song (Thai Song Dam), Suphan Buri Province  
Mr. Suwit Sadsunk  
**Paper 2** (15) The Art of the Fabric Pattern Design by Studying the Wooden Carving on Gingerbread in Vimanmek Mansion in Thailand  
Mrs. Chanoknart Mayusoh  
**Paper 3** (17) A Western Treatment of Non-Western National Identity: A Case Study of The King and I  
Asst. Prof. Dr. Chutima Maneewattana  
**Paper 4** (16) Maintaining Significance of Realia in Translated Play  
Dr. Nataporn Rattanachaiwong  
**Paper 5** (40) The Exposure and Satisfaction of the Graduate Students for the Channal of the Information at Suansunandha Rajabhat University  
Miss Netdao Yooyong  
**Paper 6** (128) An Evolution Perspective on the Role of Universities in Regional Innovation |
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<td>Shuaibu Saminu</td>
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**Session B**

**23 October 17(M) 09.00-10.30 (M)**

**Session B1**

**Paper 1** (1) SPIRITUAL TOURISM- THE NEW TOURIST DESTINATION FOR THAI TOURISM CASE STUDY IN “WAT TATON” CHAING-MAI THAILAND
Dr. Supakit Mulpramook

**Paper 2** (3) THE STUDY ON MEDIA EXPOSURE BEHAVIOR IN POLITICAL ISSUES OF UNIVERSITY STUDENTS
Mr. Veerapon Vongprasert

**Paper 3** (5) THE STUDY OF THE PARTICIPATION OF THE PRESIDENT OF STUDENT COUNCIL ELECTION, UNDERGRADUATE PROGRAM, SUAN SUNANDHA RAJABHAT UNIVERSITY
Asst. Prof. Dr. Sudabhorn Arundee

**Paper 4** (8) ROLE OF PROVINCIAL GOVERNOR IN CONTROL OF LOCAL ADMINISTRATION ORGANIZATIONS : CASE STUDY NONGBUALAMPHU PROVINCE
Dr. Barameeboon Sangchan

**Paper 5** (18) FINANCIAL STABILITY IN SAMUT SONGKRAM FROM HOUSEHOLD SAVING POTENTIAL
Dr. Krisada Sungkhamanee

**Paper 6** (104) THE IMPACT OF “PIPELINE DIPLOMACY” ON CONFLICT RESOLUTION IN THE CAUCASUS-CASPIAN REGION: THE CASE OF AZERBAIJAN AND AFGHANISTAN
Dogan Girgin

**10.31 – 10.45**

**Morning Break**

**10.46 – 12.00**

**Session B 2**

**Paper 1** (21) HOTEL BUSINESS DEVELOPMENT WAY TO REACH SERVICE STANDARD FOR SUPPORTING SENIOR TOURISTS IN THE AREA OF AMPHAWA DISTRICT, SAMUTSONGKRAM
Miss Benjaporn Yaemjamuang

**Paper 2** (22) KNOWLEDGEMANAGEMENT FOR WRITING RESEARCH PROPOSAL
Miss Wanvisa Saisanan Na Ayudhaya

**Paper 3** (26) UNIVERSAL DESIGN FOR WARD PATIENTS GOVERNMENT HOSPITAL
Mrs. Jitravadee Roongin Kunkar

**Paper 4** (2) THE DIFFERENCES OF SOCIAL AND POPULATION FACTORS TOWARDS TOURISTS’ ATTITUDES TO STAYING AT GREEN HOTELS IN BANGKOK
Dr. Rumpapak Luekveerawattana

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Mennatullah Hendawy
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**Paper 2 (28)** ORGANIZED ACTIVE LEARNING BY CREATIVE BASED LEARNING Mrs Chompunuj Limlertmonkol  
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**Paper 4 (19)** VITAL FACTORS OF RECENTLY GRADUATES FOR APPLYING JOBS IN ASEAN LABOR MARKET Dr Natnaporn Aeknarajindawat  
**Paper 5 (25)** KNOWLEDGE MANAGEMENT: GUIDE TO WRITE A RESEARCH PROPOSAL Miss Yanika Chuentako  
**Paper 6 (34)** KNOWLEDGE ON FOLLOWING-UP AND RECORDING ACCORDING TO PERSONNEL DEVELOPMENT TRAINNING Miss Supassawee Morakul  
**Paper 7 (114)** AGRICULTURAL TRADE UNDER WTO REGIME: OPPORTUNITIES AND CHALLENGES Dr MOHD ADIL  
**Paper 8 (115)** RACE OF RELIGIONS AND THE RICE OF RADICALISM IN WEST PAPUA INDONESIA Umar Werfete and Suparto Iribaram |
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**Paper 3 (32)** DEVELOPMENT OF THE 'I' SYSTEM FOR THE CORRECTION OF INTERNET LEARNING VIA THE INTERNET SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Pinyaphat Kongsorn  
**Paper 4 (38)** KNOWLEDGE MANAGEMENT FOR PROCESS DEVELOPMENT: INFORMATION RESOURCES CLASSIFICATION AND CATALOGING IN THE LIBRARY OF SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Supapon Wongsa  
**Paper 5 (4)** THE STUDY OF APPLICANTS' SATISFACTION OF UNIVERSITY ADMISSION SYSTEM : UNDERGRADUATE LEVEL, SUAN SUNANDHA RAJABHAT UNIVERSITY Miss Chontiya Ledanan |
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| 15.16 - 17.00| **Session B 4** |             | **Session B 4** |                  |
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**Paper 2** (7) CULTURAL AND ART EDUCATION: A MEANS FOR SOCIAL STABILITY IN NORTHERN GHANA  
Dr Eric Appau Asante and MAVIS DONKOR  
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**Paper 2** (64) ASTIN THEORY AND SOCIAL NETWORKS  
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**Paper 5** (137) AN INVESTIGATION OF SENSORY LEARNING Styles USED BY KURDISH EFL STUDENTS AT UNIVERSITY LEVEL  
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<td>Paper 3 (145) THE RELATIONSHIP BETWEEN SYSTEM OF SUGGESTIONS AND THE PRODUCTIVITY OF HUMAN RESOURCES: A CASE STUDY OF TEHRAN PROVINCE GASCO Ali Aolatshah, Iran</td>
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<td>Paper 4 (120) BLEMISHES IN SYLLABUS DESIGNING OF ENGLISH AT PRIMARY LEVEL OF EDUCATION IN PAKISTAN: AN OBSTACLE IN ATTAINING LANGUAGE PROFICIENCY Zohaib Zahid and Dr Mamuna Ghani, Pakistan</td>
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<td>2. Dr Dr Olufemi Aramide, Nigeria</td>
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<td>Free day for Participants</td>
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DEVELOPMENT FOR 21st CENTURY SKILLS BY USING PROCESSES OF RESEARCH BASED LEARNING
Asst. Prof. Poonyapon Chanfony
Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Thailand
E-mail: poonyapon.ch@ssru.ac.th

ABSTRACT

This article will illustrate the process, method, and approach that will help to develop 21st century skills for learners. By adhering to the Active Learning approach using the Research Based Learning (RBL) model, the process of learning by baseline research will help to create key learning skills such as presentation skills, participation skills, information technology skills, and critical thinking skills. To help students learn and develop themselves throughout their lives.

Keywords: RBL, Active Learning, 21st Century Skills, Processes

INTRODUCTION

At present, the education system and the development of learners have reformed the way of teaching and learning widely. The idea is to emphasize the students to have skills that can be used in daily life and co-existence in a happy society. 21st century skills are skills that include three key skills: (1) Information, Media, and Technology, (2) Learning and Innovation skills and (3) Lift and Career skills. All three skills must be developed. Provide students with skills in the core subjects such as mother tongue and world languages, arts, mathematics, government and civics, economics, science, geography and history.

The 21st Century skills

From the process step, the set of features has to be developed for all students. The seven key skills are (1) Reading Literacy, (2) Writing Literacy, (3) Arithmetic Literacy, (4) Critical Thinking, (5) Communication, (6) Collaborative and (7) Creativity. The educator called 21st century skills that "3R4C": These 7 skills combine to give the student three key skills and distributed by the following skills.

Learning and Innovation Skills
1. Creativity and Innovation
2. Critical Thinking and Problem Solving
3. Communication and Collaboration

Information, Media and Technology Skills
1. Information Literacy
2. Media Literacy
3. ICT Literacy

Life and Career Skills
1. Flexibility and Adaptability
2. Initiative and Self-Direction
3. Social and Cross-Cultural Skills
4. Productivity and Accountability
5. Leadership and Responsibility

From the above mention, the educators have tried to find the way to use the teaching and learning by focusing on the skills of the students. And learn from self-action. In teaching and learning, there are many styles and methods Research Based Learning, Problem Based Learning, Project Based Learning, and Learning Management, Collaborative Learning, and so on.

Here, the author raises a guideline for implementing research-based learning management Research Based Learning is a teaching and learning arrangement that combines teaching and research together into a
research process used in learning management, for example. Problem determination / problem identification, query, data collection And find the answer manually. Make the students know can analyzes critical thinking.

**Research Based Learning (RBL)**

The research-based teaching and learning management is based on the instructional approach based on the concept of cognitivism, which focuses on the form of intellectual learning, focusing on questioning styles. Analysis of problems and use of knowledge from previous experiences, coupled with knowledge in new experiences, through self-seeking through query. The inquiry is integrated with the research process, then applied to the students.

**The pattern of learning based research based learning.**

The learning management is based on four types of research:

1. Learning management using research process is to give learners practice in research levels such as experiments in science labs, case study, project work, baby research and thesis.
2. Teaching by participating in a research project with a teacher or as a research assistant (Under Study Concept).
3. Teaching by the students to study the research to learn knowledge. Principles and theories used in the research, problem solving, research and application of research and further study.
4. Teaching using research results for teaching, the learner is aware that the theory new knowledge.

What is your current science and how do you build your faith on the instructor as well as make sure that the instructor does not get bored of teaching the same content every year.

**OBJECTIVES**

The Objective of article to give recommend thinking for developing 21st century skills by using processes Research Based Learning, will emphasize skills such as

1. To Develop Learning and Innovation skills for the student.
2. To Develop Information, Media and Technology skills for the student.
3. To Develop Life and Career skills for the student.

**METHODOLOGY**

The process of screening the knowledge to be used in learning management, the author conducted the knowledge filtering using KM process.

**Knowledge Management Process**

Step 1: Knowledge Identification
At this stage, the 21st century skills that the instructor wants to develop are the study of patterns, meanings and problems found today, and the processing of knowledge about theories, principles and definitions of learning management. By using research as a base, it will integrate knowledge from sources such as educators, academic articles, research papers and synthesis as the used information.

Step 2: Knowledge Creation and Acquisition
At this stage, it is a search of information from various sources. Reliable, for example, from a thesis/dissertation database system from the research database and from the books.

Step 3: Knowledge Organization
At this stage, all data will be analyzed, and knowledge will be extracted in a consistent and comprehensive way. Then, the information is grouped into categories, categories, or related topics to facilitate the implementation.

Step 4: Knowledge Codification and Refinement
In this step, the knowledge gained in Step 3 is considered. Improve using the correct sentence with the current and easy to understand the implementation.

Step 5: Knowledge Access
At this stage, the form of knowledge in the form of a textbook, book or e-book is provided to facilitate access to information.

Step 6: Knowledge Sharing

After getting this knowledge out, it is a step-by-step learning process, which is a step-by-step process of educating the following processes: Face to Face strategy, Story Telling and Focus Group strategy.

Step 7: Learning

When the knowledge is extracted, this step will be the step of applying knowledge to the learning process.

THE USE OF RESEARCH-BASED LEARNING FOR DEVELOP 21st CENTURY SKILLS

Research based learning is based on the four themes described above. Each form will have different stages and methods, each of which will improve the 21st century skills for the learners as shown in the following table.

Table 1

The 21st century skills development schedule is based on a research-based process.

<table>
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<tr>
<th>Teaching Techniques</th>
<th>Process</th>
<th>Developed Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching by research assisted</td>
<td>1. The teacher selects the research that best suits the subject matter</td>
<td>- Critical Thinking</td>
</tr>
<tr>
<td>assisted results</td>
<td>and tells the source of the information.</td>
<td>and Problem Solving</td>
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<td></td>
<td>2. Teachers use the research results as follows: Assist the content</td>
<td>- Communication and</td>
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<td>to teach the students to gain more knowledge, apply in teaching such</td>
<td>Collaboration</td>
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<td>as teacher read the research results, the theory, and the use of the</td>
<td>- Information Literacy</td>
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<td>benefits.</td>
<td>- Media Literacy</td>
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<td>3. Learners learn the content with the research results.</td>
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<td>4. Teachers and learners collectively discuss research findings,</td>
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<td>research processes, and research interests.</td>
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<tr>
<td>Teaching by student to</td>
<td>1. Teachers search for resources and research related to the subject</td>
<td>- Critical Thinking</td>
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<tr>
<td>research study</td>
<td>matter taught</td>
<td>and Problem Solving</td>
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<td>2. Teachers urge learners to take curiosity, curiosity, curiosity,</td>
<td>- Communication and</td>
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<td>seeking answers to questions.</td>
<td>Collaboration</td>
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<td>3. Teachers give advice on the resources and research that students</td>
<td>- Information Literacy</td>
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<td>will need to research for knowledge and select research appropriate</td>
<td>- Media Literacy</td>
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<td>for their age.</td>
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<td>4. Learners seek information about research related to the subject</td>
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<td>matter of their interest</td>
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<td>5. Teachers introduce methods of reading, analyzing, and researching</td>
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<td>reports as appropriate to the learner level, including elements of</td>
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<td>research, objectives, research methods, scope, limitations of</td>
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<td>research findings, research findings, discussion of results. Research,</td>
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<td></td>
<td>referral, etc.</td>
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<td>6. Students study various research reports by practicing the above</td>
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<td>learning skills</td>
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<td>7. The learner presents the subject matter of the research linked to</td>
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<td>the subject matter being learned</td>
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<td>8. Teachers and students discuss the research results, research</td>
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<td>process, importance of research</td>
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<th>Teaching Techniques</th>
<th>Process</th>
<th>Developed Skills</th>
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<tbody>
<tr>
<td><strong>Teaching by research projects</strong></td>
<td>1. The teacher considers and analyzes the purpose and content of the learning that allows the student to do research</td>
<td>- Creativity and Innovation</td>
</tr>
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<td>2. Teachers design learning activities that allow them to do research</td>
<td>- Critical Thinking and Problem Solving</td>
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<td>3. Teachers encourage learners to be interested in learning and to give students an idea of the research they are interested in</td>
<td>- Communication and Collaboration</td>
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<td></td>
<td>4. Teachers of research process skills for learners, including identification of research problems, objectives, hypotheses, design, research, data collection tools, data analysis, a summary of findings, discussion, research findings and feedback.</td>
<td>- Information Literacy</td>
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<td></td>
<td>5. The researcher performs appropriate research procedures</td>
<td>- Media Literacy</td>
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<td></td>
<td>6. Learners record their thoughts and experiences, including their observations, their performance, teachers, observation, learning behavior, and their research process skills.</td>
<td>- Flexibility and Adaptability</td>
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<td>7. Teachers and students share a discussion about the research process and the research findings</td>
<td>- Initiative and Self-Direction</td>
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<td>8. Teachers measure and evaluate research process skills alongside regular learning outcomes</td>
<td>- Social and Cross-Cultural Skills</td>
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<td>- Productivity and Accountability</td>
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<td>- Leadership and Responsibility</td>
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<td><strong>Learning management using research process</strong></td>
<td>1. Teachers consider the purpose and content to be provided to the learner</td>
<td>- Creativity and Innovation</td>
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<td>2. Teachers analyze the process of research to be used in teaching, which may involve some or all stages of the research process.</td>
<td>- Critical Thinking and Problem Solving</td>
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<td>3. Teachers design learning activities using the research process or research process defined for learning the desired content as planned</td>
<td>- Communication and Collaboration</td>
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<td>4. The teacher conducts the activity using the research process, the research process defined in the teaching</td>
<td>- Information Literacy</td>
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<td>5. The skills trainers needed to carry out the research process for the learners include: Problem identification skills, hypotheses, qualitative selection, population selection, random sampling, tooling, proofing, testing Data collection, analysis, synthesis, and conclusion of the research and giving feedback</td>
<td>- Media Literacy</td>
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<td>6. Learners discuss issues related to the research process they have experienced and the results of the research</td>
<td>- ICT Literacy</td>
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<td>7. The learner assesses himself / herself on the research process skills and research results</td>
<td>- Productivity and Accountability</td>
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<td>- Leadership and Responsibility</td>
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CONCLUSIONS
Research-Based Learning (RBL) teaching can develop the 21st century skills for students because students get learning by themselves under research process, the research process included 6 steps are following:

Step 1: Identify the Research Problem: this step, Student defines a problem by using principle and reason. Student explains about problems background. It helps to develop Critical thinking skill and problem solving.

Step 2: Review the Literature: this step, Student uses technology and media for searching, analyses and integrates information to finding tools for problem solving. It helps to develop Information Literacy, Media Literacy, ICT Literacy and Initiative and Self-Direction.

Step 3: Specify a Research Purpose: this step, Student creates tools to problem solving and define research purpose. It helps to develop creativity and innovation skills.

Step 4: Collect Data: this step, Student collects data by using research tools from step 3 for problem solving. It helps to develop Communication and Collaboration, Flexibility and Adaptability, Social and Cross-Cultural Skills, Leadership and Responsibility skills.

Step 5: Analyse and Interpret Data: this step, Student analyses and interprets data from experimentation or observation or interview and summarizes research results. It helps to develop arithmetic literacy and critical thinking skills.

Step 6: Report and Evaluate Research: this step, Student presented research results by oral presentation or using information chart and gives suggest to new problem or problem in research. It helps to develop communication and collaboration skills.

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